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ABSTRACT

In Fiscal Year 1984 Louisiana's allotment for the education of children of migratory workers ($6,334,119) was used to conduct 39 regular school term programs and 14 summer school programs. An estimated 13,059 migrant children were served during the 1983-84 school year. Of all migrant children enrolled in Louisiana schools, 78.5% received services beyond the Migrant Student Record Transfer System (MSRTS)--57.6% received instructional services, 44.3% received health and other support services, and 50.3% of the limited-English-speaking students received English-as-a-second language instruction. At the state level, staff attended and conducted inservice training meetings, published a newsletter with a circulation of over 900, conducted 3 State Parent Advisory Council meetings, and participated in numerous cooperative projects with other states. The program met its three highest priority goals: increasing basic skill performance of migrant students, providing inservice training and technical assistance to migrant program personnel, and improving continuity of educational experiences and support services for migrant students. In the future Louisiana's Migrant Education Program should use the Louisiana Migrant Criterion-Referenced Tests primarily as diagnostic tools, improve assistance to secondary students, and find various ways of involving parents--especially rural parents. Appendices include the state's migrant eligibility form and local program evaluation questionnaire and checklist. (JHZ)

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L O U I S I A N A

State Department of Education
Migrant Education Program

ANNUAL EVALUATION REPORT
1984

Bulletin 1618

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PREFACE

Agriculture is the second largest industry in Louisiana. Also, 10 percent of Louisiana's area is used in commercial freshwater fishing. The diverse variety of agricultural and fishing activities offers seasonal employment and opportunities to migrant workers.

Louisiana has come a long way and intends to go much further. Louisiana's Migrant Education program has experienced success because it has a good team -- a good team in the state office and a good team at the parish level, which produces more funds and better programs.

We have increased not only the enrollment but also the quality of services rendered to the migrant child. The migrant child is the major concern of the SEA and the LEA. The administration and organization of the projects are locally structured with periodic monitoring and directives from the SEA providing freedom to the parishes in meeting the needs of the migrant child.

In the area of support services, interagency cooperation has been the focal point in the 80's. The summer projects held screening clinics and made referrals to the proper resource. Preventive health education was included in the summer programs through the use of films, color books, comic books, charts, etc., all relating to dental care and nutrition. The summer and regular projects are utilizing the migrant nurses' health program by prorating salaries with other programs and making full use

of the resources outlined in the resource handbook which has specific guidelines and directives for the nurses.

The State Department of Education theme for the State Fair was "Louisiana's Commitment to Excellence in Education." The migrant dissemination team once again exhibited its talents with a complementary theme, "Migrant Education Joins the Commitment in Several Refreshing Ways," and a booth centered around a fountain.

INTRODUCTION

Louisiana's allotment for the education of children of migratory workers totaled $6,334,119. Using these funds, a total of 39 regular term programs covering 41 parish school districts and 14 summer school programs were conducted. A staff of 11, including two secretaries and three terminal operators, provided policy, monitoring, and technical assistance at the state level.

This evaluation, as required by Federal guidelines covering grants for migratory children, addresses three issues: 1) operation of the Louisiana Migrant Education Program, 2) performance of local Migrant Education Programs, and 3) objectives as set forth in the FY 84 Louisiana State Plan.

The data for the compilation of this evaluation were collected through the use of an evaluation form provided by the state and completed by local directors and during on-site evaluations conducted by two members of the state staff. In addition, reports from the Migrant Student Record Transfer System were analyzed at the State level.

There are three major sections in the report. The first provides information on the activities at the State Level. The second section deals with the local level during the regular and summer school programs. The conclusions and recommendations constitute the final section.

SECTION I

STATE ACTIVITIES AND ACCOMPLISHMENTS

Louisiana has a growing program in the education of migratory children. The funding for the ECIA Chapter 1 Migrant Education Program for FY 84 was $6,334,119. Only $256,722 migrant monies were used in the administration of the program at the State level. An additional $66,943.47 of Chapter 1 administration funds was also used. The remainder provided educational assistance and support services to migratory children in 41 parishes during the regular school year through 39 funded projects, summer assistance through 14 summer school programs, and 14 recruitment projects. Figures 1 and 2 show location and coverage.

STAFF UTILIZATION

Mr. Ronnie Glover, director of Migrant Education in Louisiana, serves as Chairperson of the Dissemination Committee of the National Association of State Directors of Migrant Education.

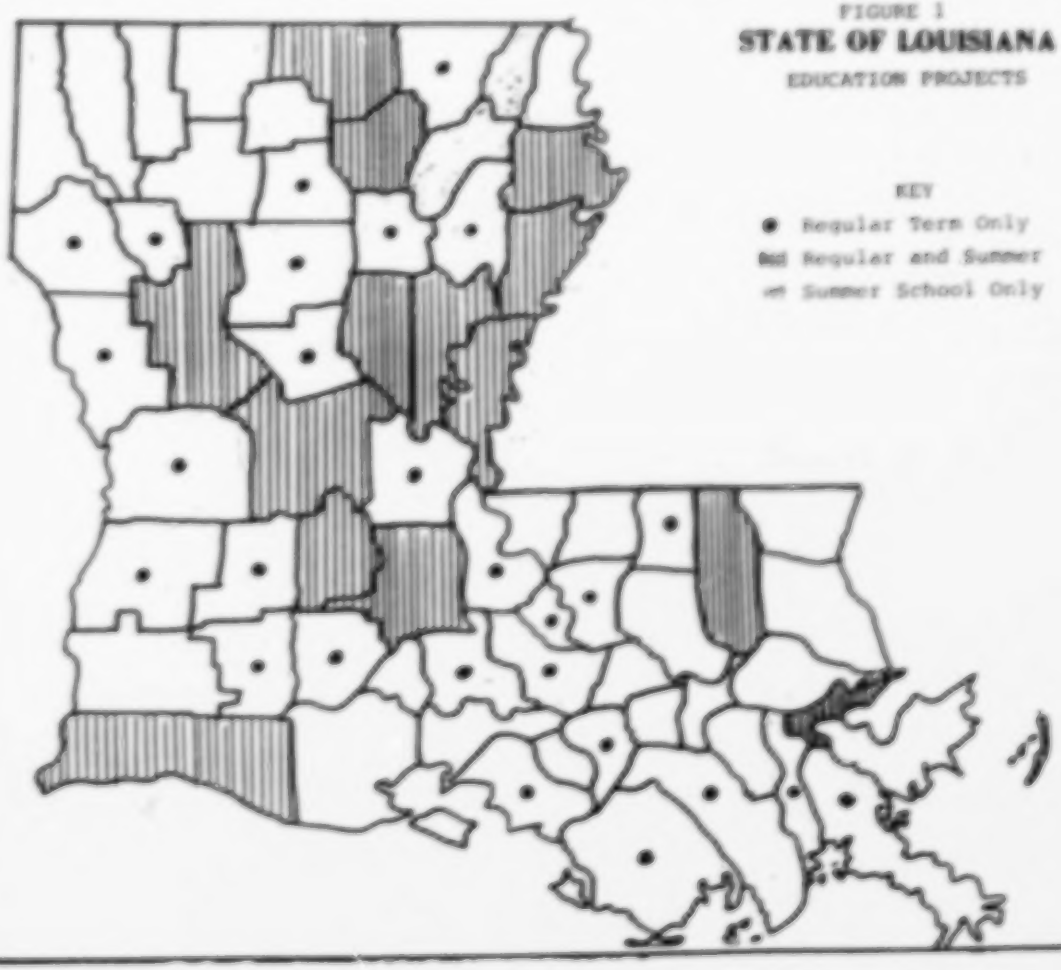
The MSRTS Coordinator in Louisiana provides the training and technical assistance to local MSRTS Specialists throughout the State. The remainder of the MSRTS staff consists of three terminal operators.

The Supervisor for Recruitment is responsible for the exemplary recruitment operation in Louisiana that has catapulted Louisiana to its current position in Migrant Education. The dissemination aspect of the program is also a part of the supervisor's responsibilities.

FIGURE 1

STATE OF LOUISIANA

EDUCATION PROJECTS



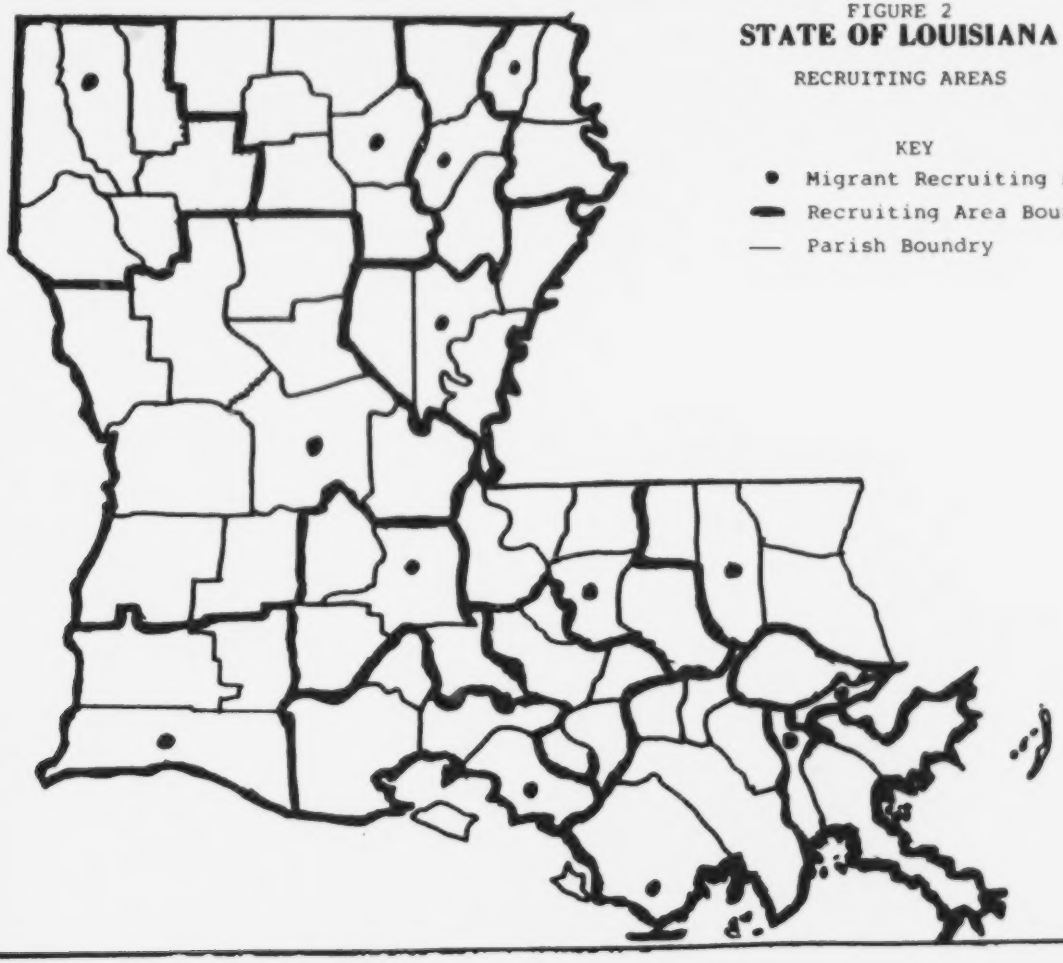


FIGURE 2

STATE OF LOUISIANA

RECRUITING AREAS

KEY

- Migrant Recruiting Site
- Recruiting Area Boundry
- Parish Boundry

The administrative workload falls to the Supervisors of Instruction and Evaluation, and of Supportive Services. The Supervisor of Instruction and Evaluation provides technical assistance in program development and administers the Criterion-Referenced Testing program along with developing the annual evaluation. The on-site evaluations are conducted by both supervisors. The Supervisor of Supportive Services is also responsible for parental involvement as well as health and other services in the support area.

There are two secretaries to care for the flood of paperwork created by the staff. They also assist in the area of MSRTS at peak periods.

INSERVICE TRAINING

Louisiana state staff members attended many informative and productive meetings during the past year in addition to providing training to local personnel throughout the state. (1) SEA staff members attended the following meetings as participants:

July 1983

30-August 2
Central Stream Migrant Education Conference - South Bend, Indiana

August 1983

1-2
National Conference Planing Committee - New Orleans, Louisiana

3-11
Micro Computer Training - Oswego, New York

September 1983

15-16
National Dissemination Meeting - New Orleans, Louisiana
Section 143 Career Education Meeting - New Orleans, Louisiana

28-29
Mississippi State Migrant Workshop - Jackson, Mississippi

October 1983

12-13
National Conference Planning Committee - New Orleans, Louisiana

19
LASAFAP Conference - Bossier City, Louisiana

December 1983

5-7
NASDME Conference - Washington, D.C.

8
ECS Migrant Task Force Meeting - Washington, D.C.

February 1984

6-8
MSRTS Quarterly Workshop - Little Rock, Arkansas

21-23
SOFTCON - New Orleans, Louisiana

March 1984

22-24
Interstate Migrant Education Council of ECS - Austin, Texas

July 1984

12-16
Interstate Migrant Education Council of ECS - Palo Alto, California

August 1984

17-20
National Policy Workshop on Special Education Needs of Migrant Handicapped Students - San Antonio, Texas

(2) SEA staff members conducted the following training sessions:

September 1983

13
Migrant Recruiter Workshop - Houma, Louisiana

October 1983

4
Migrant CRT Training - New Orleans, Louisiana
Parent Advisory Council Training - Harvey, Louisiana

21-22
MSRTS Training - Jonesville, Louisiana

December 1983

6
Parent Advisory Council Training - Alexandria, Louisiana

7
Recruiter Policy Meeting - Alexandria, Louisiana

February 1984

1
Parent Advisory Council Training - Baton Rouge, Louisiana

April 1984

12
National Council of Title I/Chapter 1 Parents - Kenner, Louisiana

19
Parent Advisory Council Training - Hammond, Louisiana

29- May 4
18th National Migrant Conference - New Orleans, Louisiana

May 1984

30
SIS Training - Ville Platte, Louisiana

June 1984

1
SIS Training - Jonesville, Louisiana

August 1984

28-30
Recruiter Training Workshop - Hammond, Louisiana

DISSEMINATION

The Louisiana Migrant Education staff is committed to the principle of continuing effective communication among personnel in the program throughout the state. In furthering the dissemination of Migrant Education activities, occurrences, legislation, and functions, the newsletter En Route, with a circulation in excess of 900, is distributed not only throughout the state but also to other states and Washington, D.C., and is kept on file at the Research Library of the Louisiana Department of Education. It not only serves as a valuable public relations tool but also as a most effective vehicle for public information.

In the past En Route has been the recipient of various awards of excellence and awards of distinction for its communications effectiveness and public appeal in the area of educational publications.

PARENTAL INVOLVEMENT

During FY 84 there were three meetings of the Louisiana State Parent Advisory Council. The meetings were held in various locations in an effort to provide an opportunity for

more parents to be involved. Locations and dates of the meetings were as follows:

Harvey, Louisiana	October 4, 1983
Alexandria, Louisiana	December 6, 1982
Baton Rouge, Louisiana	February 7, 1983

The October 4, 1983, meeting was held in the Jefferson Parish Resource Center. Juliette Aime, guest speaker, gave an informative workshop presentation for parents. Participants discussed ways that both school personnel and parents could work together more successfully. The Council voted not to hold the April meeting because of conflicts with the 18th National Conference in New Orleans and the Easter Holidays.

Rapides Parish hosted the December 6, 1983, State Migrant Parent Meeting. Gerald Edelman conducted a workshop on the use of computers in today's classroom. New migrant brouchures published through the 143 MENDIC grant were disseminated.

The State Department of Education in coordination with the LaSalle Community Action Agency hosted the February 7 meeting in Baton Rouge. Ms. Linda Wall presented the national migrant education slide presentation, "Choices, Not Circumstances." Dr. Linda Notestone, High School Equivalency (HEP) director at "Ole Miss," made a presentation about HEP and encouraged participation from Louisiana. Nedra Ourso reviewed the draft of the State Plan and requested that any comments be made in writing to the state migrant office.

INTERSTATE COOPERATION

Louisiana participated in several projects with other states during the year. Louisiana acted as fiscal agent for the extention of the section 143 Migrant Education National Dissemination and Information Center (MENDIC). Other 143 projects in which Louisiana participated were 1) Parent Involvement, 2) Staff Development, 3) Migrant Education Recruitment and Identification, 4) National Materials and Resource Center, and 5) Special Needs for Handicapped Migrant Students.

Mr. Glover was a member of the National Association of State Directors of Migrant Education (NASDME) Executive Committee, and Conference Committee. Dr. Robertson and Ms. Guillory were members of the NASDME Technology in Education Committee.

CONSTRUCTION AND EQUIPMENT

All construction and equipment purchased with migrant monies were requested by the local agency with the need and approved at the state level prior to any action being taken.

Construction

No construction was carried out with migrant funds during the year.

Equipment

Louisiana added two new projects into the regular term program. These additions required the purchase of some

office equipment. Instructional equipment was the major area of purchase during the year.

Table 1 contains a list of all equipment purchased during FY 83.

TABLE 1

Migrant Equipment Purchased

FY 83

Equipment	TYPE	
	Instructional	Non Instructional
Bookcase	1	
Calculator		1
Computer Desk	6	
Copier	1	2.5
Disk Drive (hard)	1	
Duplicator		1
File Cabinet	3	
Language Master	24	
Microcomputer System	52	6
Networking System	2 (6)	
Overhead Projectors	8	
Paper Shredder		2
Printer	5	5
Projectors	3	
Stapler		2
Tape Recorder	16	
Television Camera	2	
Television Monitor	2	
Typewriter		1
Video Cassette Recorder	2	

NEW PROGRAMS

New regular term programs were added in Madison Parish (Delta Community Action Agency) and Union Parish (Union Community Action Agency).

SECTION II

LOCAL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

During the 1983-84 school year, 39 Migrant Education programs were in operation in Louisiana. A diversity of methods was used in providing supplemental educational assistance to migratory children. The programs included Computer-Assisted Instruction, English-as-a-Second-Language, in-the-classroom assistance, pull-out tutorial and after-school instruction, or homework assistance in the homes.

There were 14 Migrant Education programs in operation during the summer of 1984.

EXEMPLARY PROGRAMS

Migrant children have special needs which challenge educators to design projects with an innovative approach. A program may not be structured as an exemplary project, but an innovative teacher, director, or health educator or an unforeseen barrier that must be circumvented, turns it into a special program. Although no mention of specific events is made, through Louisiana's monitoring system and technical assistance visits, it is evident that Louisiana has numerous exemplary programs.

The following comments were made by the LEAs concerning the most effective aspects of their program:

Regular

The most effective, and most enjoyable for the students, activity in the project is computer assisted instruction. (Assumption Parish)

The most effective and timely aspect of the program is the medical component. The students are diagnosed for medical problems and are referred for immediate attention if the need arises. This is not intended to minimize the effectiveness of the instructional program. But, before the children can effectively be instructed, they must be in good health. Once their healthiness is ascertained, an instructional program can be tailored to their needs. (Avoyelles Parish)

The most effective aspect in the project has been the use of microcomputers. In one of our locations, the principal introduced the computer and how to use it in the reading and math programs for migrant children. (Franklin Parish)

The most effective aspect of our project is the emphasis which is being placed on skills utilizing Louisiana min/max standards and the plan developed by the Jackson Parish School Board. This allows for more concise instruction and has a more universal application which will increase the chances of migrant students' performing at or above grade level. (Jackson Parish)

The most effective aspect in educating of migrant children is the availability of two aides that speak Vietnamese, one in an elementary school setting, and one in a senior high setting, in which most of the migrant children are Vietnamese. This enables the aides to teach these children English, not only teaching them the language and pronunciation, but also being able to provide a cross-reference in Vietnamese as to the meaning of the new English words. This also provides the child with a classroom environment to which the student can relate. Our aides have made the students feel that they are available during their free time for instruction if needed. This provides a good setting and a stimulus for seeking help. (Lafourche Parish)

Changing to working in small groups has been very effective. There was marked improvement in the students' work and verbal communication also improved. Students are able to take part in oral communication more in small groups which is important for limited-English children. (Orleans Parish)

The quality of parental involvement is very good. Parents enjoy the meetings, especially activities involving

their children. Home visits have been very beneficial. (Red River Parish)

The management system incorporated in our program includes a long range lesson plan, skill mastery, and activities furnished to teachers. This referral system for supplemental materials has been the most successful component of the program. (Tangipahoa Parish)

Students were more successful when micro-computers were used to give re-enforcement to the teachers' efforts. (St. Landry Parish)

By utilizing migrant tutors during the regular school day and eliminating the after school migrant classes, our program has been greatly enhanced. The use of microcomputers for computer assisted instruction has been a great benefit to our instructional program and has served as a tremendous motivator for students. (Tensas Parish)

The most effective aspect of our project was the computers we used in two schools to remediate math deficiencies. Pre- and post-tests given indicate a tremendous improvement in student achievement. (West Baton Rouge Parish)

Summer

Teacher visits in the home to tutor children created the most successful summer school we have had. The counselor's presence was also an added dimension that was successful. (LaSalle Community Action Agency)

The addition of more English speaking staff to enable us to work with the children in smaller groups helped with the language problem in language development. (Orleans Parish)

The most effective aspect of the summer program activities was the Social Studies Program. Strong emphasis was placed on a strong belief in America at all grade levels. Outstanding assembly programs were conducted at the school sites by the students emphasizing the area of citizenship. (Richland Parish)

Activities relating to field trips in Career Awareness and activities that involved students in creative dancing and drama were the ones the students enjoyed the most. (Tangipahoa Parish)

Utilization of microcompupters for the first time for migrant instructional purposes resulted in increased student enthusiasm and served as a motivator for student participation. (Tensas Parish)

The use of a VCR was the most effective activity in the summer program. The students also enjoyed the field trip to the museum and planetarium. (Union Community Action Agency)

CHILDREN SERVED

The estimated number of migrant children served during the 1983-84 school year in Louisiana was 13,059.

There were 43 of the 64 parishes covered by a Migrant Education Program, and they contained 11,971 migrant students, which is 92 percent of the total enrolled. Of all school-aged migrant children enrolled in Louisiana, 78.5 percent received services beyond MSRTS during the regular school year. Language development and English-as-a-second-language instruction were provided to 50.3 percent of the limited-English proficient students. Instructional services were provided to 57.6 percent of the migrant students with migrant monies, and 44.3 percent received health and other supportive services.

Only 14 Migrant Summer School Programs were conducted. Of the 5,471 eligible migrant students in the 16-parish area covered by these programs, 29.8 percent, or 1,682 students, received instructional services.

Each school system in Louisiana uses a nationally normed test for ECIA Chapter 1 selection. The same test was used to determine grade placement of migrant students. In addition, parishes that participated in a regular term Migrant Education Program used the Louisiana Migrant Criterion-Referenced Test in reading and mathematics in October 1983, as a diagnostic instrument to write

TABLE 2

Services to Students by Parish

PARISH	TOTAL ENROLLMENTS	MSRTS + INSTRUCTION AND SUPPORTIVE SERVICE	MSRTS + INSTRUCTION SERVICE	MSRTS + SUPPORTIVE SERVICE	MSRTS ONLY
Acadia	176		52		124
Allen	130	105			25
Ascension	86				86
Assumption	362		103		259
Avoyelles	90	63		16	11
Beauregard	98		43		55
Bienville	54				54
Bossier	65				65
Caddo	49				49
Calcasieu	59				59
Caldwell	205	130		65	10
Cameron	237		31		206
Claiborne	90				90
DeSoto	82		28		54
East Baton Rouge	443		121		322
East Carroll	68				68
East Feliciana	34				34
Evangeline	151		50		101
Franklin	157		32		125
Grant	103	50			53

PARISH	TOTAL ENROLLMENTS	MSRTS + INSTRUCTION AND SUPPORTIVE SERVICE	MSRTS + INSTRUCTION SERVICE	MSRTS + SUPPORTIVE SERVICE	MSRTS ONLY
Iberia	170				170
Iberville	470	256		132	82
Jackson	91	41		50	0
Jefferson	1132		808		324
Jefferson Davis	154	42		92	20
Lafayette	14				14
Lafourche	350		178		172
LaSalle CAA	391	102		277	12
Lincoln	84				84
Livingston	59				59
Madison	109		74		35
Morehouse	75	30		2	43
Natchitoches	518	300		218	0
Orleans	1852	190	756	641	265
Ouachita	161	82		60	19
Plaquemine	184		74		110
Pointe Coupee	87		26		61
Rapides	230	76		114	40
Red River	73		45		28
Richland	529	120			409
Sabine	124	75		36	13
St. Bernard	0				0
St. Charles	2				2
St. Helena	130		72		58

PARISH	TOTAL ENROLLMENTS	MSRTS + INSTRUCTION AND SUPPORTIVE SERVICE	MSRTS + INSTRUCTION SERVICE	MSRTS + SUPPORTIVE SERVICE	MSRTS ONLY
St. James	18				18
St. John	3				3
St. Landry	172		78		94
St. Martin	196	119		38	39
St. Mary	254	92	66	13	83
St. Tammany	44				44
Tangipahoa	698	432			266
Tensas	127	40		69	18
Terrebonne	757		261		496
Union	102		75		27
Vermilion	49				49
Vernon	106		63		43
Washington	66				66
Webster	25				25
West Baton Rouge	300		120		180
West Carroll	255	80			175
West Feliciana	2				2
Winn	110		74		36
City of Monroe	39				39
City of Bogalusa	8				8
TOTAL	13059	2425	3230	1823	5581
PERCENT	100	18.57	24.73	13.96	42.74
Participating Parish TOTAL	11971	2425	3230	1823	4493
PERCENT	91.67	20.26	26.98	15.23	37.53

individualized academic prescriptions. Frequent coordination with the regular classroom teacher ensured that each migrant student was working at the correct functional level. Class/grade placement in summer school was based upon performance during the regular school year and results of the Louisiana Migrant Criterion-Referenced Test.

In the regular classroom the teacher-pupil ratio averaged 1 to 28. In the migrant class the ratio was 1 to 5 at one time, but each teacher or aide had an average workload of 22 students. The average summer class size was 13 students, but ranged from nine for a low to a high of 24.

PROGRAM INTEGRATION

The Migrant Program supplemented and cooperatively reinforced the regular programs by providing the following activities:

1. Providing remedial and tutorial instruction in the areas of reading and mathematics at the elementary and junior high levels;

2. Providing increased language development to Limited-English Proficient students;

3. Identifying specific needs and interests through conferences with individual teachers;

4. Using the parish school sites for the purpose of instruction;

5. Providing field trips to vocational schools, universities, airports, zoos, and libraries; and

6. Participating in school programs and functions such as assembly, carnivals, school projects, and school food services.

In each summer program, school plants were provided at little or no cost to migrant funds. Excess supplies were used in some cases as well. To further enhance the image of the program, regular term nonmigrant teachers filled most of the staff positions during the summer term.

INTERRELATIONSHIP WITH THE CHAPTER 1 PROGRAM

The regular ECIA Chapter 1 programs and the Chapter 1 Migrant Programs complimented one another in Louisiana. The vast majority of the local directors of Migrant Education were either directors or supervisors in the regular Chapter 1 program.

Every effort was made to provide as much educational assistance to migrant students as possible. Formerly migrant children received the services, benefits, and academic programs offered by Chapter 1 programs when they met the selection criteria. Active migrant children also received Chapter 1 program services whenever possible. No migrant child was denied Chapter 1 services solely because of Migrant Education eligibility. The regular Chapter 1 programs provided for those migrant students who were unreachable because of lack of funds or personnel in the Migrant Education regular programs.

Of the 14 directors of Migrant Education summer programs, six are Chapter 1 personnel. The responsibility for directing the program was over and above their regular duties.

In parishes in which a Chapter 1 summer school was conducted, the Migrant Education program took second seat. Any child meeting the Chapter 1 criteria attended the Chapter 1 sessions.

NONPUBLIC SCHOOL PARTICIPATION

There were no nonpublic schools in Louisiana in which Migrant Educational Programs were implemented. Migrant students enrolled in nonpublic schools are provided the same supportive services as those in public schools when permission is granted.

SPECIAL AREAS

Louisiana regular term migrant programs, while concentrating on the basic skills in reading and math, provide language development instrument in areas of high concentration of limited or non-English speakers.

Language Development

High concentrations of Indo-Chinese cultures are found in East Baton Rouge, Jefferson, and Orleans parishes. Each parish approached the problem of limited English speaking ability differently. In East Baton Rouge a native English speaker and an aide of Indo-Chinese background worked with

small groups to increase English abilities at the elementary level. Orleans Parish followed much the same procedure using an English speaking teacher as supervisor of, and co-worker with, an associate teacher who is of non-English speaking background and speaks the language of the students. Language therapists are used in Jefferson Parish to provide language development to limited or non-English speaking migrants.

Orleans Parish continued its efforts in English development into the summer program.

Caldwell Parish is called home for several months each fall by Hispanic migrants. Most of these migrants do not speak English. The migrant teacher in the parish is an ex-migrant and speaks Spanish. The program provided bilingual instruction to the Spanish-speaking and also provided interpreters for the parents.

Natchitoches Parish has a small number of non-English speaking children, the vast majority of which are eligible migrants. All of the non-English speaking migrants are grouped into an ungraded class and taught survival English until they can function in a regular class. The students participate in art, music, and physical education with regular classes, and they present plays and readings in their language depicting parts of their native culture at school functions.

Vocational Skills

Tangipahoa Parish conducted a career awareness program for students. This program involved remote IBM terminals tied with the main frame computer of the Louisiana Department of Education with Discover loaded and counseling. The program also was carried out with the use of the curriculum guide produced by the migrant program in FY 81. During the summer program Orleans Parish also provided career awareness classes for secondary students.

STAFF UTILIZATION

Migrant staff members are used in various ways depending upon the type of program a parish conducts. A list of positions and the number of personnel at each position across the State are contained in Table 3.

All five parishes in which the staff members worked in the regular classroom with the migrant child used only aides or paraprofessionals. The aides are itinerant, moving from classroom to classroom working with individual migrant students or small groups of students consisting of migrant and nonmigrants where grouping was by ability.

In parishes that used a pull-out method of instruction, a wide variety of staff combination was used. While one parish used only certificated teachers to work with one to five students pulled from the regular classroom, another required only an aide who had only a high school diploma, to work with the same number of students.

TABLE 3

LEA MIGRANT STAFF
(FTE)

UTILIZATION

	Regular	Summer
Administrative	9.8	17.0
Instructional		
Curriculum Specialist	2.9	12.0
Teacher	44.5	145.0
Aide	196.3	106.0
Language Therapist	4.0	
Supportive		
Clerical (not MSRTS)	5.1	5.0
Health	9.7	7.0
Recruiter	17.5	
MSRTS Specialist	30.7	
Nutrition		4.0
Pupil Transportation		29.0
Social Worker	1.0	1.0
Evaluator	0.1	
Computer Specialist	1.0	
Counselor		10.0
Custodian		17.3
TOTALS	320.1	353.3

Other parishes used a teacher/aide team to assist the students, and Orleans Parish used a teacher/associate teacher team in their ESL program. Jefferson Parish used teachers, aides, and speech therapists to provide language instruction to non- or limited-speakers of English.

After-school instruction was provided by teachers or teacher/aide teams in four parishes. St. Landry Parish provided homework assistance to migrant students after school through high school students.

Every project was required to employ an MSRTS specialist. The specialists maintain the academic records and, when no nurse is employed, the medical records for MSRTS. Many of these persons assist in the coordination of the program since most of the directors are not paid by migrant funds and have accepted the responsibilities as an additional duty.

Nurses and social workers were used to ensure that personal health needs were met to enable the children to receive equal opportunities in school. While nurses provided health care, the recruiters made home visits to interview family members and identify those eligible for services under the migrant program.

During the summer term, classes are conducted in a manner similar to that of a regular classroom. There were neither pull-out nor afternoon sessions.

No recruiters or MSRTS specialists are shown in the summer projects since those personnel are 10 to 12-month employees and funded in regular term projects.

INVOLVEMENT

LEAs involved the civil and volunteer organizations in the surrounding communities as the opportunity arose. Commercial resources and parents were also used in the instructional and supportive processes of the projects, and parents were involved in the implementation and evaluation of the projects.

Community Involvement

Some LEAs had a vast supply of local resources available, while others were devoid of community resources. The two largest institutions lending assistance to local programs were churches and universities.

Churches donated clothing and food and provided assistance in health care instruction by giving several hundred health kits containing toothpaste and brushes, soaps, and other health items.

Universities and colleges around the State made available their facilities, as well as professionals with expertise in various areas.

Doctors, dentists, and community and parish health centers provided either free or low cost treatment to eligible migrants to enable them to receive the maximum benefits from the educational system.

Parental Involvement

All LEAs were required to have an active Parent Advisory Council. As monitoring was conducted, however, many of the

local projects were found to be having great difficulty establishing this essential function.

Besides serving on advisory boards, parents were visited in the homes and requested to provide assistance to their children while at home. They were invited to visit in the classrooms and assist in planning field trips and classroom instruction. Table 4 depicts the activity of parents.

TABLE 4

Parental Involvement

The number of parents involved in separate aspects of the program were as follows:

Project Planning	218
Project Implementation	
Assistance in Classroom Activities	144
Assistance in Supportive Services Activities	111
Employed in Projects	7
Project Evaluation	143

The total number of parents involved in at least one activity was 693. There were 554 parents in local parent advisory councils, and the State Parent Advisory Council had 41 parents in membership.

DISSEMINATION

Local directors took advantage of the media to publish the progress and activities of the migrant program. News releases were widely used, and the radio stations invited participation as shown in Table 5. Table 6 indicates that even during a short summer project, the media cooperated with the migrant program in Louisiana.

TABLE 5

Dissemination During Regular Term

	News-paper	Radio	T.V.	Organizations			Par.
				Sch.	Civ.	Vol.	
News Releases	72	21	5				
Letters	124	1		118	1	12	130
Appearances	4	4	3	82	5		183
Brochures				37	6	1	25

TABLE 6

Dissemination During Summer Term

	News-paper	Radio	T.V.	Organizations			Par.
				Sch.	Civ.	Vol.	
News Releases	20	1	1				
Letters	3	1		86		2	69
Appearances	2		2	29	2		29
Brochures				11			3

INSERVICE ACTIVITIES

Inservice activities are provided on both the local and state levels. State level inservice training was confined primarily to the Eighteenth National Migrant Conference held in New Orleans in May 1984. Figure 3 shows the attendence by state at the Conference. Regional and statewide training sessions were held for MSRTS Specialists as well as for recruiters. On the local level each parish provided training dealing with aspects pertinent to the individual project.

Table 7 displays a breakdown by position of the number of migrant staff who received training during the school year.

TABLE 7

LEA STAFF DEVELOPMENT
(Regular and Summer)

Level of Workshop	CATEGORY			
	Admin.	Inst.	Supp.	Parents
Local	51	226	37	83
State	41	43	52	37
Regional	20	30	6	
National	45	111	46	6

Figure 3

Attendence by State at 18th National Migrant Conference

PROGRAM EFFECTIVENESS

Comparison of test scores on pretests and posttests for a program such as Migrant Education is futile. First of all, the subjects are constantly moving into and out of the program. Obtaining a pretest and a posttest score on an active migratory child is highly improbable; thus the opportunity to evaluate the effect of the program upon the child for whom the program was intended is eliminated. If, by chance, two test scores are obtained, the change cannot be attributed to the local efforts but to those of some distant educational system.

Going further, because the migrant program is supplemental to the regular program of a system, the effects of an integrated program cannot be separated from the overall growth. To claim the responsibility of the total academic growth of a student would be an injustice to the school system.

For these reasons, Louisiana has compiled statistics dealing with the number of children touched by the migrant programs throughout the State. The 41 parishes served by migrant regular term education projects and the two parishes participating in summer school projects are called home only during some part of the year for 92 percent of Louisiana's migrant population. Migrant Student Record Transfer System (MSRTS) services are provided to 100 percent of Louisiana's migrant population between birth and 21 years of age.

In addition to MSRTS in participating parishes, 57.6 percent of the school-aged migrant population receive

instructional assistance. Instructional assistance alone is provided to 34.3 percent, while the additional 23.3 percent receive instructional and supportive services.

Some 20.9 percent of those students enrolled in participating parishes receive only supportive services in addition to MSRTS service. Appendix D contains these data.

Regular Term

Table 8 provides a breakdown by migrant status of the 11,187 students enrolled in the 41 participating parishes. The eligible activities are fairly evenly divided, with 57.8 percent farming and 42.2 percent fishing. Louisiana, with its moderate climate, has become a home for a large percentage of migrants, with 86 percent of the population in the participating parishes carrying a status of formerly migrant and another 8 percent being intrastate.

TABLE 8
Migrant Status of Students
in 41 Participating Parishes

(Regular Term)

Migrant Status	Number	Percent	
1	374	3.3	
2	607	5.4	57.8
3	5490	49.1	
4	334	3.0	
5	283	2.5	42.2
6	4099	36.6	
TOTALS	11187	99.9	100.0

Several of the participating parishes served a low, less than 40 percent, of their migrant population instructionally. Table 9 gives a breakdown of the percentage of population by grade being served and shows that the problem lies in the serving of only elementary grades.

Instructional assistance was provided in grades K through 12 and included, but was not limited to, reading, language arts, and mathematics. Table 10 gives a breakdown of the type of instruction and number of students by grade. Table 11 shows the percent of students receiving supplemental instruction in reading, language arts, and math by grade.

Table 12 displays numbers of students receiving various supportive services and the amount of cooperation with other agencies that was involved.

Summer Term

Table 13 provides a breakdown of academic areas of services by grades for the 1984 migrant children enrolled in summer school. In addition to reading and mathematics, large numbers were given instruction in English as a Second Language, Career Awareness, and Art. There is a discrepancy in the numbers shown participating in P.E./Recreation since the activity was included in nearly every program, but individual reports did not indicate numbers.

Supportive services, unlike those during the regular term, were cared for internally almost exclusively. Without

TABLE 9

Percentage of Students in Grades K-12
Receving Instructional Services by Participating
Parish Showing Less Than 40 Percent Academic Assistance

Parish	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Acadia	70	73	13	56	37	47	9	13	27				
Allen	33	50	31	80	25	45	60	67	22	22	13		
Assumption		63	71	39	11	63	42	15					
Cameron		33	21	50	5	32	13						
DeSoto	100	75	67	80	20	60	50						
East Baton Rouge	40	37	53	70	41	21							
Evangeline CAA	50	20	24	30	33	67	57	70	50	50	50	50	
Franklin	18	48	33		33	31	20	11	14	10			
Jefferson Davis	30	25	46	56	50	50	40	50	11				
LaSalle CAA	35	57	52	51	37	29	17	24	5				
Pointe Coupee	20	91	50	56	80	33	40						
Rapides	45	63	41	63	58	80	21	19					
Tensas	29	71	67	54	60	100	36						
Terrebonne	12	60	49	50	49	53	69	36	32	27	13		

TABLE 10

Regular Term Instructional Services
by Grade

Instructional Services	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	233	557	533	482	458	443	457	277	238	181	109	35	11
ESL	80	196	199	152	135	116	122	90	73	125	93	103	98
Other Language Arts	74	210	202	169	164	155	170	126	109	147	100	115	108
Mathematics	209	477	481	426	387	408	417	269	193	146	103	122	109
Social Science	2	10	4		6	9	12	6	4	1		1	
Natural Science					5	4	6	8	12				
Career Awareness/ Counseling	22	42	46	38	39	46	40	24	20	28	15	20	4
Computer Instruction		42	46	48	49	46	51	25	20				

TABLE 11

Percent of Students by Grade
Receiving Instructional Services

Subject / Grade	Reading	Language Arts	Mathematics
K	37.5	11.9	33.6
1	56.9	21.5	48.7
2	56.2	21.3	50.7
3	54.7	19.2	48.4
4	53.0	19.0	44.8
5	52.6	18.4	48.5
6	50.8	18.9	46.3
7	35.5	16.1	34.4
8	36.1	16.5	29.2
9	28.1	22.9	22.7
10	21.6	19.8	20.4
11	9.2	29.9	31.7
12	4.2	41.7	42.1

TABLE 12

Regular Term
Supportive Services

Screening/ Examination	Funding Source		Follow-up Treatment Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual	2176	1929	91	619
Audio	1993	1314	19	175
Physical	1729	368	127	71
Dental	1826	307	71	570
Immunization	1982	337	223	161

Service	////////////////////	
Health Education	2180	789
Immunization Up-date on MSRTS	2079	
Preventive Dental	1085	444
Medication Purchased	26	36
Counseling	1331	702
Transportation	659	1233
Home Visits	342	240

TABLE 13

Summer School Instructional Services
by Grade

Instructional Services	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	231	255	236	193	176	167	146	90	39	23	12	5	1
ESL	86	97	88	71	61	63	42	17	10	10	6	3	
Other Language Arts	9	22	14	9	11	16	7	5	5	1	2	1	
Mathematics	231	255	236	193	176	167	146	90	39	23	12	5	1
Social Science	15	27	25	22	21	16	15	19	5	4	2		
Career Awareness/ Counseling	45	34	25	70	61	58	42	16	10	7	4	3	
Computer Instruction						6	6	5	3	5	3		1
Art	33	35	44	35	31	32	32	17	8	2			
P.E./Recreation	72	98	98	68	64	55	55	33	9	9	5		1

the benefit of other programs operating simultaneously, there was no one to share the responsibility of assistance. Summer school supportive services are shown in Table 14.

Unsuccessful Activities

Individual programs indicated that little or no success was noted in the areas of secondary tutoring and parental involvement. And, more coordination between regular teacher and migrant personnel needed to be emphasized.

The School Tuition for repeat subjects, to enable a student to participate effectively in instructional services, met with little success because of the lack of student initiative.

Gaps Remaining

The regular term programs are apparently meeting the needs of the migrant children in their local area. There are, however, still several areas that have significant migrant populations in which there is no active Migrant Education Program. There are also some programs that are not reaching all the children who could be served with their available resources. These have been pointed out, and steps are being taken to correct the lack of coverage.

Communication between the home and the school was also a gap that needed to be filled. This leads back to the lack of parental involvement in the local areas stated in the preceeding segment.

TABLE 14

Summer School
Supportive Services

Screening/ Examination	Funding Source		Follow-up Treatment Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual	284	120	30	
Audio	243		2	
Physical	352		1	1
Dental	395		240	8
Immunization	79	120		

Service	//////////	
Health Education	571	
Immunization Up-date on MSRTS	286	
Preventive Dental	407	23
Medication Purchased	5	
Counseling	655	
Transportation	560	
Home Visits	281	

SECTION III

CONCLUSIONS AND RECOMMENDATIONS

In an attempt at meeting the unique academic needs of migrant children, the State of Louisiana has established several main objectives that are general in nature and of long range. From these, the three most important objectives against which program success was measured are listed below. Collectively, they demonstrate the relationship between the SEA and the LEA in the State of Louisiana and determine the nature and scope of State plans and activities.

The three most important objectives against which success was measured:

1. To direct in the State of Louisiana a Migrant Education Program which will increase basic skill performance of children of migratory agricultural workers and fishermen.

    a. To have all school-aged migrant children and youth enrolled in a regular and summer school program for the period of their residency in Louisiana. (Instructional)

        Regular term projects are conducted in areas containing 92 percent of all eligible migrant students. Because of population distribution all the eligible students cannot be served. Therefore, only 57 percent of Louisiana's migrant population is served during the regular term, but the percentage is increasing each year.

        Many of the summer school enrollments are the same students served during the regular term except in Richland and West Carroll Parishes which conduct only summer school migrant programs. The percentage of Louisiana's migrants served during the summer school was 12. The percentage of the population served in the 14 participating parishes was 30, however. (on-going)

b. To plan, develop, and implement educational programs with local educational agencies which will include instruction, health, and support services. (Instructional and Supportive)

Louisiana added two new parish programs to the roster of participating regualr programs. (continuing)

c. To provide staff development activities which emphasize reading, mathematics, and oral language achievement goals which will sensitize educators to the migrant child's way of life. (Instructional)

The objective was met by the National Migrant Conference held in May 1984, with over 300 Louisiana participants, and through local inservice training workshops.

d. To monitor consistently each local project to provide administrative support including fiscal management, planning, evaluation, and training services.

Not all projects were visited during the year because of the effort to host the 18th Annual National Migrant Conference. As many as needed assistance were visited during the project period, and the Supervisors of Instruction and of Supportive Services answered many calls for technical assistance.

e. To improve the involvement of migrant parents in the education of their children. (Supportive)

The objective was met at both the State and local levels, but is not satisfactory at the present time.

f. To promote coordination among local, State, and Federal resources to secure and ensure services from all available sources for migrant children. (Supportive)

The objective was met.

2. To provide inservice training and technical assistance to program personnel in the development, implementation, operation, and evaluation of the total migrant program.

   a. A three-day National Migrant Conference for all migrant personnel will be conducted. (Supportive)

   b. Two one-day workshops will be conducted for local project directors to provide assistance in improving management techniques during the project year.

   c. The SEA staff will provide additional technical assistance at the local level in the form of inservice workshops as needed. (Supportive)

   d. Three two-day workshops will be conducted for all recruiters during the project year. (Supportive)

   e. The SEA will continue to offer the LEAs assistance in completing the National Migrant Student Record Transfer form. (Supportive)

   f. The Louisiana Migrant Office will provide inservice training to staff members that will acquaint them with services provided by other agencies, including job placement, housing assistance, legal and social services, and medical services. (Supportive)

   All objectives were achieved in full.

3. To encourage coordination of intrastate and interstate projects to provide continuity of educational experiences and supportive services.

   a. The SEA will identify exemplary LEA programs and disseminate information concerning their operational design. (Instructional and Supportive)

   b. The SEA will further develop a systematic approach for assessing and diagnosing all kindergarten and primary students. (Supportive)

   c. The Louisiana Migrant office will continue coordination of efforts with those agencies in the State of Louisiana that offer services to migrant populations. (Supportive)

   d. The Louisiana Migrant office will exchange migrant program research results with other

states. (Instructional and Supportive)

e. The SEA will assist the LEAs in securing medical, dental, and nutritional care for all migrant children. (Supportive)

The objectives were achieved but are on-going.

CONCLUSIONS

1. Louisiana's educational support to children of migratory families is continuing to grow. The number of participating parishes/agencies in the regular term increased from 37 to 39 and encompasses 92 percent of the migrant population.

2. The Louisiana Migrant Criterion-Reference Tests in the areas of reading and mathematics have been shown to be reliable. The KR-20 reliability coefficients range from .938 to .968 for the math tests and .867 to .968 for the reading tests.

   The tests were constructed by reading and math specialists from systems across the State of Louisiana. Minimum standards were adhered to in every test. The construct validity, therefore, is high. The original tests were broken down into two equivalent forms with one question per skill instead of four and made multi-level to assist in grade placement.

   The use of the tests as an evaluative instrument with little concern with the results as diagnostic does not produce high content validity. Also, detracting from the content validity was the use of the "English" tests to evaluate limited or non-English speaking students.

3. Parental involvement is not equated with a Parent Advisory Council in Louisiana. Although every LEA is required to have a functioning PAC, the involvement goes deeper than that. The role of the parent as a teacher is stressed in Louisiana and can be identified during monitoring visits. Parents provide transportation, meeting locations, and homework assistance to their children. Although most parents are too busy to attend meetings because both work or have very young children, there has been much information exchanged in home visits or telephone calls by local staff members.

5. Louisiana provides limited assistance to secondary students. Very little tutoring is carried out, even during summer terms, and the credit accrual matrix of the MSRTS forms are not completed in all cases.

Emphasis has been placed upon the needs of the high school student, and efforts are gaining momentum.

RECOMMENDATIONS

1. Should funding for educational assistance of migratory families decline, subgrants to LEAs for use in summer schools should be the first to be cut. Regular term projects are capable of reaching a larger number of students, and being a homebase state produces a slight decline in the population during the summer months. An average of only 30 percent of those remainig receive assistance during the summer from participating parishes.

2. The Louisiana Migrant Criterion-Referenced Tests should first be used as a diagnostic instrument and next as an evaluative instrument. The turn-around time on score reports must be cut to a minimum to provide real-time data for teachers.

3. Parental involvement should be stressed, but the activity of Parent Advisory Councils should be down-played. While parents are available for input to project planning and evaluation through home visits and the telephone, they do not have the time to attend meetings which require large amounts of travel in sparsely populated rural areas. Project approvals should require evidence of parental input and not just a PAC membership list.

4. Continued emphasis must be placed upon assistance to secondary students. Assistance in the area of record up-dating in credit accrual is of foremost importance. With the proposed changes to the MSRTS information in secondary credit accrual, interest in the secondary student should increase.

APPENDIX A

ELIGIBILITY FORM

Louisiana Migrant Education Authorization Form

VOLUNTARY PROGRAM
Complete If Participating

Student Status (Check one and enter number in square)

1. Interstate Agriculture
2. Intrastate Agriculture
3. Formerly Agriculture
4. Interstate Fishing
5. Intrastate Fishing
6. Formerly Fishing

PARISH: _____

MIGRATORY CHILD'S NAME		DATE OF BIRTH						PLACE OF BIRTH		SCHOOL	
Last	First	MO.	S	MO.	DA.	YR.	V.	City, County/Country	ST.		GR

LEGAL PARENTS		CURRENT PARENTS AND CURRENT ADDRESS		
Last	First	Last	First	Street/Rt./Box
Father		Father		City
Mother		Mother		State, Zip

DATE OF LAST QUALIFYING MOVE ____ / ____ / ____ FROM TOWN ____ COUNTY/PARISH ____ STATE ____

HOME BASE ADDRESS ____ CITY ____ STATE ____ TO TOWN ____ PARISH ____ STATE ____

EMPLOYEE OCCUPATION & PARENT THAT DETERMINES ELIGIBILITY: ☐ AGRICULTURE ☐ FISHING ☐ FOOD PROCESSING ☐ TREE CULT & HARVEST ☐ PAST ☐ PRESENT ☐ FATHER ☐ MOTHER ☐ GUARDIAN ☐ OTHER ☐ TEMPORARY ☐ SEASONAL

ADDITIONAL INFORMATION _____

The reason this information is being collected for the Migrant Student Record Transfer System (a nationwide computer system) has been explained to and understood by me. I understand it will be available for me to see and obtain if I so desire. The above information is true and correct to the best of my knowledge and I consent to the enrollment of the children named on this form, along with the transfer of academic and health data.

DATE _____ INTERVIEWER _____ PARENT OR GUARDIAN _____

LEA - Original SEA - Yellow TAH - Pink RECRUITER - Gold

Revised June, 1983

RPMC 422

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APPENDIX B

EVALUATION QUESTIONNAIRE

BEST COPY AVAILABLE

LOUISIANA STATE DEPARTMENT OF EDUCATION
BUREAU OF CHAPTER I, ECIA MIGRANT EDUCATION
Post Office Box 94064
Baton Rouge, Louisiana, 70804-9064

ANNUAL EVALUATION QUESTIONNAIRE FOR MIGRANT EDUCATION PROGRAMS

School Year 1983-84

INSTRUCTIONS: Complete in triplicate. Retain one copy and submit two copies to the above address. Regular term projects should be completed and submitted to the State Office by July 31, 1984. Summer term projects should be completed and submitted to the State Office by September 28, 1984.

Name of Educational Agency	Parish	Type of Project (Check only one) Regular Term _____ Summer Term _____
Address (Street, City, Zip Code)		Phone Number of Contact Person
Person Responsible for Evaluation	Signature	Project Number

DEFINITION OF TERMS

The following definitions are provided to establish a common consensus of certain terms used in the Annual Evaluation Questionnaire.

UNDUPLICATED COUNT is used to denote the actual number of participating students for whom funds were allocated to the school district or the actual number of participants in a given assignment or category. The unduplicated count should identify a participant only once for the identified classification in the report.

PROJECT is used to denote the school district's plan to assist educationally disadvantaged students as described in the Chapter I Migrant application. A school district may have one or more approved projects.

Number of sites where migrant personnel operated during the indicated term was _____.

I. PARTICIPANTS:

A. Give the unduplicated count of migrant children in your parish by migratory status.

Agricultural Interstate	(1)	_____
Agricultural Intrastate	(2)	_____
Agricultural Settled-out	(3)	_____
Interstate Fisher	(4)	_____
Intrastate Fisher	(5)	_____
Settled-out Fisher	(6)	_____
Total		_____

B. Give the unduplicated count of migrant children by type of service.

MSRTS only	_____
MSRTS and Instructional Services	_____
MSRTS and Supportive Services	_____
MSRTS, Instructional and Supportive Services	_____
Total	_____

C. Give the unduplicated count of migrant children by grade level.

Preschool	_____	7	_____
K	_____	8	_____
1	_____	9	_____
2	_____	10	_____
3	_____	11	_____
4	_____	12	_____
5	_____	Ungraded	_____
6	_____	Total	_____

D. Give the count by racial/ethnic group.

Native American (Indian) _____

Asian or Pacific Islander _____

Hispanic _____

Black, not Hispanic _____

White, not Hispanic _____

Total _____

E. Number of Limited-English Proficient _____

F. Number of migrants who graduated from high school this school year _____

G. Number of migrants who dropped out of high school this school year _____

II. STAFF:

Give the number of migrant funded staff positions for each job classification as FTE.

Administrative _____

Instructional

Curriculum Specialist _____

Teacher _____

Aide _____

Other (specify) _____

Supportive

Clerical (not MSRTS) _____

Health _____

Recruiter _____

MSRTS Specialist _____

Nutrition _____

Pupil Transportation _____

Other (specify) _____

III. STAFF DEVELOPMENT:

A. Give the number of migrant funded personnel by category who attended inservice/staff development workshops.

	CATEGORY			
Type of Workshops	Administrative	Instructional	Supportive	Parents
Local Level Workshops				
State Level Workshops				
Regional Workshops				
National Workshops				
MSRTS Workshops				

B. Give the number of migrant funded personnel who participated in inservice and staff development activities by inservice topic.

	CATEGORY			
Topic of Inservice	Administrative	Instructional	Supportive	Parents
General Program Orientation				
Curriculum/Instruction				
MSRTS and SIS				
Recruitment/Identification				
Cultural Awareness				
Health				
Parental Involvement				
Other (specify)				

IV. PARENTAL INVOLVEMENT:

A. Give the number of parents involved in the following activities:

Local PACs _____
State PAC _____
Project Planning _____
Project Implementation
  Assistance in Classroom _____
  Assistance in Supportive Service _____
Employed in LEA Projects _____
Project Evaluation _____

B. The unduplicated number of parents involved was _____.

V. INSTRUCTIONAL SERVICES RECEIVED:

A. Give the number of children participating by grade level and instructional services (migrant funded).

	Grade Level												
Instructional Services	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
English as a Second Language													
Other Language Arts													
Mathematics													
Other Instructional Services (specify)													

B. Give the number of migrant children participating in preschool services. _____

C. Give the number of migrant children with a) physical handicap ____ b) other handicap _____.

D. Give the number of migrant children participating in special educational services for the handicapped. _____

VI. SUPORTIVE SERVICES

Give the number of migrant children who received the following medical services by funding source:

	Screening and Examinations		Follow-up Treatments	
	Funding Source		Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual				
Audio				
Physical				
Dental				
Immunization				

	Funding Source	
	Migrant	Non Migrant
Health Education		
Immunization Up-date on MSRTS		
Preventive Dental Care		
Medication Purchased		
Counseling		
Transportation		
Home Visit		

VII. COORDINATION WITH OTHER PROGRAMS:

Check the cooperative contribution received from other program sources/agencies and give a brief description of the cooperative effort.

A. Education Programs
Federal ____

State ____

Local ____

B. Health Departments ____

C. Family/Children's Services ____

D. Migrant Advocacy Groups ____

E. Civic Organizations ____

F. Churches ____

G. Other Social Service Agencies ____

VIII. DISSEMINATION:

A. Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development, content, and evaluation:

1) on an interstate basis:

2) on an intrastate basis:

B. Indicate the method and number of local disseminations in each category below.

				Organization			
	Newspaper	Radio	T. V.	Schools	Civil	Volunteer	Parent
News Releases							
Letters *							
Appearances							
Brochures *							

* Original only

IX. PROGRAM EFFECTIVENESS:
(Each area must have an entry; ALL APPLY.)

A. State each objective that was listed in your application and tell whether it was met. If the objective was not met, give the reason. (Use separate sheet.)

B. Describe the most effective aspect(s) of your project or activities that include new approaches in educating migrant children. (Entry required.)

C. Indicate migrant activities that were conducted and met with little or no success. What are your recommendations for improvement? (Entry required.)

D. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children? (Entry required.)

X. CONSTRUCTION/EQUIPMENT:

If your application specified the purchase of equipment or construction, list and describe how it was used to meet your program objectives.

XI. EXPENDITURES:

Indicate the total amount expended in each of the following areas from the migratory budget:

Administration:
- Salaries _____
- Supplies _____
- Travel _____

Instruction:
- Salaries _____
- Supplies/ Materials _____
- Travel _____
- Building/ Utilities _____
- Other (specify) _____

Supportive Services:
- Salaries _____
- Supplies _____
- Travel _____
- Other (specify) _____

Parental Involvement _____

Indirect cost _____

Other (specify) _____

APPENDIX C

MIGRANT POPULATION BY PARISH 1976-198

TOTAL STUDENTS ENROLLED IN 1977-1983

PARISH	1977	1978	1979	1980	1981	1982	1983
Acadia			60	82	146	184	217
Allen		24	60	84	122	139	154
Ascension		12	13	12	25	51	101
Assumption		24	51	59	194	394	503
Avoyelles	197	226	244	243	239	190	160
Beauregard		3	54	90	95	141	153
Bienville		5	24	41	74	58	68
Bossier		29	56	73	86	119	105
Caddo		6	35	57	61	64	78
Calcasieu	17	27	25	45	47	50	75
Caldwell	81	85	131	171	218	226	231
Cameron	231	251	209	272	321	292	287
Claiborne			63	71	91	100	116
DeSoto		36	47	70	73	107	128
East Baton Rouge		25	148	239	534	773	597
East Carroll	58	57	110	119	131	98	71
East Feliciana		6	7	1	15	43	41
Evangeline	220	270	318	306	306	262	242
Franklin			170	201	225	211	208
Grant			69	183	228	213	165
Iberia	77	46	45	42	68	128	197
Iberville		34	93	258	418	571	586
Jackson		6	21	74	125	132	116
Jefferson	65	472	653	868	1273	1571	1525
Jefferson Davis		70	130	195	203	207	202

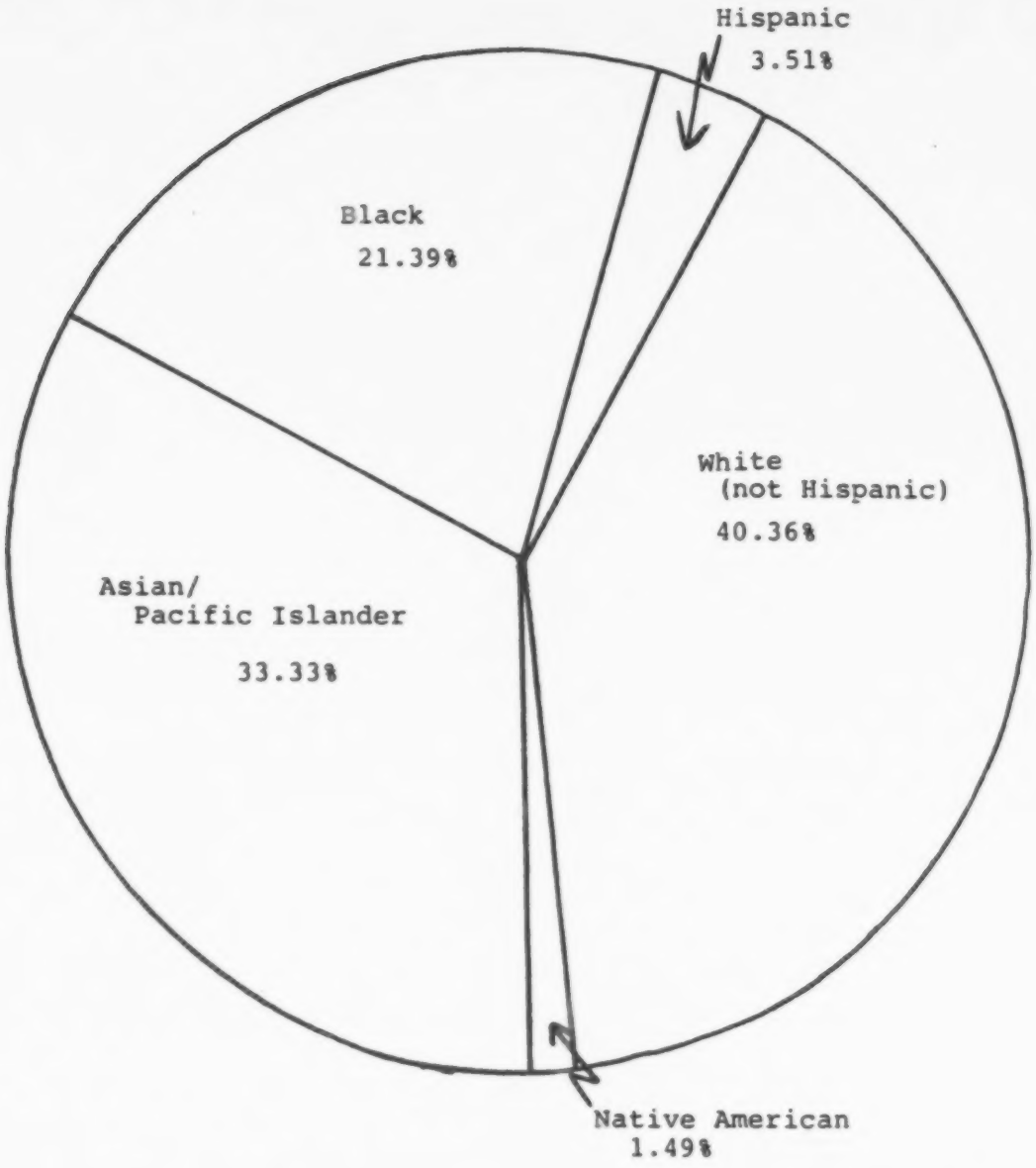
PARISH	1977	1978	1979	1980	1981	1982	1983
Lafayette	9	2	2	4	14	16	16
Lafourche		137	129	109	188	360	428
LaSalle CAA	398	534	535	562	593	609	561
Lincoln		8	56	66	86	74	71
Livingston		67	106	142	141	132	94
Madison		59	109	190	171	142	157
Morehouse	69	164	192	200	161	157	150
Natchitoches		118	341	689	758	786	697
Orleans	1050	1073	1454	2035	2367	2544	2160
Ouachita	169	235	255	250	258	296	256
Plaquemine	5	35	59	154	212	219	227
Pointe Coupee		10	23	54	93	137	115
Rapides	219	309	318	382	381	357	297
Red River		24	65	81	84	90	93
Richland	451	498	597	691	755	690	637
Sabine		46	144	203	229	235	201
St. Bernard							
St. Charles		26	24	12	13	13	4
St. Helena	11	26	70	156	192	163	177
St. James			7	9	37	42	35
St. John		6	6		3	5	5
St. Landry	149	139	162	152	216	229	203
St. Martin	36	73	109	139	196	227	244
St. Mary	137	205	251	257	421	430	369
St. Tammany		22	34	121	126	63	69
Tangipahoa	528	677	736	875	1083	1041	890

PARISH	1977	1978	1979	1980	1981	1982	1983
Tensas	114	118	140	159	171	177	180
Terrebonne	25	89	333	759	1027	1104	1107
Union	37	72	74	79	83	138	150
Vermilion	57	42	79	88	105	96	78
Vernon		52	126	168	162	155	149
Washington		35	81	112	124	120	109
Webster			4	5	10	8	33
West Baton Rouge		32	68	98	228	324	404
West Carroll	514	535	525	516	542	473	364
West Feliciana						2	2
Winn			54	99	132	166	157
City of Bogalusa				7		10	13
City of Monroe					3	62	55
State Office		2	2	2			
TOTAL ENROLLED	4924	7185	9802	13115	16144	17627	16613
TOTAL FTE	3388	5690	7878	11295	13834	14905	13308

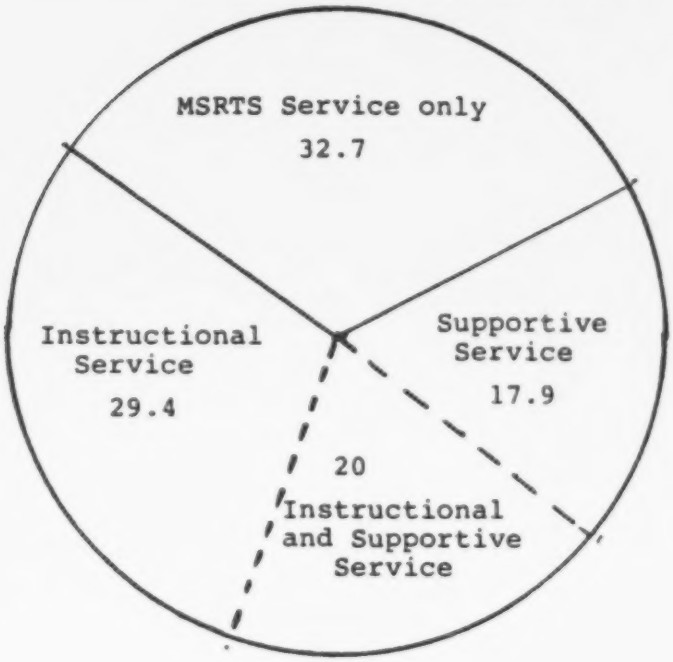
APPENDIX D

GRAPHICAL STATISTICS

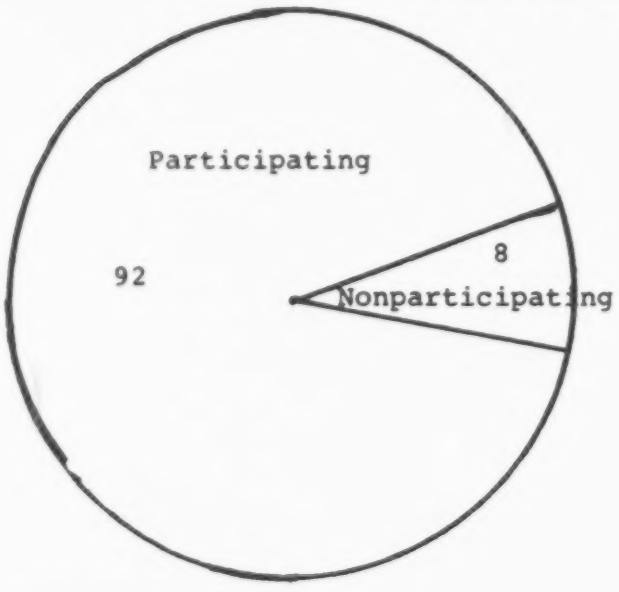
Ethnic Breakdown
of Louisiana's Migrants



Percent of School Age Migrants Receiving Services during Regular Term



Percent of Migrants Residing in Participating and Nonparticipating Parishes



APPENDIX E

EVALUATION CHECKLIST

APPENDIX E

Citation Form*

The *Standards for Evaluations of Educational Programs, Projects, and Materials* guided the development of this (check one):

request for evaluation plan/design/proposal
evaluation plan/design/proposal
evaluation contract
evaluation report
other

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *Standards for Evaluations of Educational Programs, Projects, and Materials*. New York: McGraw-Hill, 1980

The *Standards* were consulted and used as indicated in the table below (check as appropriate):

Descriptor		The Standard was deemed applicable and to the extent feasible was taken into account	The Standard was deemed applicable but could not be taken into account	The Standard was not deemed applicable	Exception was taken to the Standard
A1	Audience Identification	X			
A2	Evaluator Credibility	X			
A3	Information Scope and Selection	X			
A4	Valuational Interpretation	X			
A5	Report Clarity	X			
A6	Report Dissemination	X			
A7	Report Timeliness		X		
A8	Evaluation Impact	X			
B1	Practical Procedures	X			
B2	Political Viability	X			
B3	Cost Effectiveness	X			
C1	Formal Obligation			X	
C2	Conflict of Interest	X			
C3	Full and Frank Disclosure	X			
C4	Public's Right to Know	X			
C5	Rights of Human Subjects	X			
C6	Human Interactions	X			
C7	Balanced Reporting	X			
C8	Fiscal Responsibility	X			
D1	Object Identification	X			
D2	Context Analysis	X			
D3	Described Purposes and Procedures	X			
D4	Defensible Information Sources	X			
D5	Valid Measurement	X			
D6	Reliable Measurement	X			
D7	Systematic Data Control	X			
D8	Analysis of Quantitative Information	X			
D9	Analysis of Qualitative Information	X			
D10	Justified Conclusions	X			
D11	Objective Reporting	X			

Name: James M. Robertson (typed) Date: January 14, 1985

James M. Robertson (signature)

Position or Title: Supervisor of Instruction and Evaluation

Agency: Louisiana Department of Education/Migrant Education

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Relation to Document: Author
(e.g., author of document, evaluation team leader, external auditor, internal auditor)

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